DOCUMENT RESUME

ED 172 790 IR 007 423

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TITLE Student Contracts as One Method for Individualizing a Course Concerned with the Management of School Media Centers.
PUB DATE 77
NOTE 40p.; For related document, see ED 144 534

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Materials; *Educational Methods; Educational Resources; *Individualized Instruction; Individualized Programs; *Library Education; *Media Specialists; *Performance Contracts

ABSTRACT

The second in a series of four papers describing a variety of methods for individualizing instruction in a graduate library media training program, this paper includes a brief description of the course and its goals, a series of 11 student teacher contracts dealing with the topics/concepts selected for inclusion in the course, and student bibliographies for each of the contracts. The first paper deals with the selection of materials, and the final two describe methods of individualizing cataloging and reference courses. The completed project will describe three approaches that were used to individualize four commonly taught courses in programs leading to the initial certification of public school library media specialists. The courses were developed and piloted between 1975-1977 and have been used with a variety of graduate and undergraduate students in a senior college in the southeast. (Author/JEG)

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STUDENT CONTRACTS AS ONE METHOD FOR INDIVIDUALIZING A COURSE CONCERNED WITH THE MANAGEMENT OF SCHOOL MEDIA CENTERS

by

Milton R. Christison

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STUDENT CONTRACTS AS ONE METHOD FOR INDIVIDUALIZING A COURSE CONCERNED WITH THE MANAGEMENT OF SCHOOL MEDIA CENTERS

This is the second of four papers that will be placed in the ERIC system to describe a variety of methods for individualizing instruction in a graduate library-media training program. The first was concerned with the "selection of materials" (ED 144 - 534 MF) and the final two will describe methods for individualizing "Cataloging" and "Reference". When completed the project will describe three approaches (Student-teacher Contracts, Workbook formats, and Uni-pak or programmed approaches) that were used to individualize four commonly taught courses in programs leading to the initial certification of public school Library Media Specialists.

The courses described were developed and piloted between 1975-1977 and have been used with a variety of graduate and undergraduate students in a senior college in the southeast. They have been revised on a number of occasions and at this time can be seen as one person's perception of the state of the art.

As indicated in the first paper, it is not the intent of the author to defend individualizing instruction. It is the intent to offer suggestions to those who have made the decision to individualize and who are looking for ideas about how to do so in media courses.

The following sections were included in this paper:

a. A brief description of the course and its goals,

b. A series of eleven student-teacher contracts dealing with the topics/concepts selected for inclusion in the course, and

c. Student bibliographies for each of the contracts.

THE INSTRUCTOR: DR. MILTON R. CHRISTISON

THE PURPOSE OF THE COURSE:

To orient school media center specialists to the roles they must play as they begin their professional careers in the school media center and the school media program.

METHODS TO BE USED IN THE COURSE:

Students should expect to read widely! An extensive bibliography has been provided to suggest places to start. Those who are not familiar with Library Literature and the Education Index should expect to become so.

Each student will be individually responsible, with the assistance of the instructor, for pursuing his course of study. There may be occasional discussion groups, but, it is the intent of the instructor to use an individualized approach with each student. This puts a heavy burden on the student.

GOALS OF THE COURSE: The student, upon completion of the course should have the following...

Knowledges: He should have a clear rationale for the school media center and be able to verbalize its services and contributions to the school. This must include a working knowledge of such topics as, the roles of the people involved in/with the center, the facilities required in a media center, the collections and equipment needed to provide services, and sources of assistance available (state and federal support services; professional journals, national and state standards, etc.)

Comprehensions and applications: He should be able to relate these knowledges to the specific school settings (grade levels) that he expects to be involved with as he begins his professional career in the media center. By this I mean that if he expects to work in an elementary school setting he should attempt to relate everything concerning this course to an elementary school media center.

Analysis and evaluation: He should be able to critically analyze the professional writings of the media profession. He should be able to analyze the situations/problems of the media center where he will find himself. He should be able to demonstrate his ability to conduct simple studies of a media center, provide recommendations for improvement, and in some cases prepare long range plans for solutions that reflect the realities of time and money available.

MANAGEMENT OF THE COURSE:

The course will be managed by a series of "contracts" prepared by the instructor and either accepted or modified by the student. Each contract will be "signed-off" by the instructor and when all have been completed the student will have completed the requirements for the course.

Note, some contracts and some of the assignments for a contract are optional; there is no required textbook, an extensive list of handouts is available from the instructor. (* not included in this paper - m.c.)

CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE "The Instructional Materials Concept"

THE NEED FOR SUCH A CONTRACT

The @#$%"*! instructor made it one of the course requirements! Other reasons include, understanding the underlying concept of the IMC is critical to the entire course. Before we can logically examine any of the components of the IMC we must come to some agreement concerning why such a thing was created, what it implies for a school (the profession, the people involved/served, and most importantly what it implies for the student). Before we can decide how to travel (auto, RR, or a-foot) we must decide where it is we want to go. Thus this contract.

DESCRIPTION OF THE CONTRACT

Each student will read extensively in the professional literature concerning the reasons for having an integrated media program and an IMC. He should select articles that will enable him to respond to the following questions:

1. What is a library?
2. What is a Media Center or IMC?
3. How do these two differ? How are they alike?
4. What are the arguments against providing an IMC in a school?
5. For providing?
6. How valid are these arguments? Which are the most valid?
7. What contributions would an IMC make to teachers and students at "your" school level?

Please note, this is one of the most important contracts in the course, spending time here will help you throughout the course. Also, recognize that you are to limit yourselves to articles dealing with justifying/background the IMC, try to stay away from those readings that deal with other topics. You will come to these topics in good time.

MATERIALS TO CONSULT:

Course handouts #
Course bibliography "IMC Concept"

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

1. An annotated bibliography of readings, at least three (3) must not be on the existing bibliography for the course.
2. Adequate verbal responses (during the Contract Review) to the questions above (#1-7).

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

"IMC Concept
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CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE "Services provided by the IMC"

THE NEED FOR SUCH A CONTRACT

The program of the school media center is the sum total of the activities and services that are provided to support the school's instructional program. In this contract you are asked to explore the vast variety of services that may/should be provided by the school media center.

DESCRIPTION OF THE CONTRACT

You are to read extensively in the professional literature concerning the services that could or should be provided by the school media center.

Begin with the course bibliography, sample extensively, then keep reading.

Next, identify at least four additional articles (not on the course bibliography) dealing with the topic of "services provided by IMC's." These articles should describe services at your anticipated level of employment.

Finally prepare an annotated bibliography of all articles that you have examined for this topic. For the "additional" articles prepare a one page report (for each).

MATERIALS TO CONSULT:

Course handouts #
Course bibliography "IMC services"

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

1. An annotated bibliography of all materials examined for this topic.
2. Four (or more) one page reports of materials examined that were not on the course bibliography.
3.* A listing of all services that you feel an IMC should/could provide at the setting (or school level) you expect to find yourself as you work in the media field.

* Optional for "A" students

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

"IMC Services"
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CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE* "Managing production services in the IMC"

THE NEED FOR SUCH A CONTRACT

* This contract is optional - those who wish to work for an "A" in the course must however complete it.

Because of the importance of production services in at least some Media Centers this service and the problems of managing services have been isolated for special emphasis.

DESCRIPTION OF THE CONTRACT

First read extensively from the course bibliography provided for this topic.

Next, identify a minimum of six (6) additional articles dealing with production. These should include both articles describing the types of services that should be offered and how-to-do some type of production (i.e. photography, TV, graphics, etc.).

Finally, prepare an annotated bibliography of articles, etc. that you have examined for this contract.

MATERIALS TO CONSULT

Course handouts #

Course bibliography "IMC Production Services"

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

1. An annotated bibliography of all materials consulted for this topic.

2. A list of the production services that a good IMC at "your" school level should provide.

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

IMC Production Services
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CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE "Relationships - People in the Media Program"

THE NEED FOR SUCH A CONTRACT

One of the dangers related to the successful opperation of the media program in a school is to consider the media program the responsibility of one or a few people, the "media specialists" assigned to the IMC. This contract provides an opportunity for you to explore the types of involvements that develop between media center staff and others who also have a role in the school. These other people include teachers, administrators, students of the school, and others.

DESCRIPTION OF THE CONTRACT

Explore the reading in the course bibliography. Read widely as you seek to identify both the types of people who have a role in media programs and the types of roles they might have.

Some of the questions you should seek to answer include:

1. The involvement of the principal? Why is he important (is he?)? Specifically how can he affect the success of the media program?
2. What are the problems in dealing with a faculty? How do their expections differ from those of the media staff? How can their problems be solved? Can they? Which of the staff problems are created by the Media Center staff?
3. How can students have a role in making a school media program a success? Or, should they be assigned a role?
4. Parents? dito above questions.
5. Others?

MATERIALS TO CONSULT

Course handouts
Course bibliography "People in the media program"

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

1. An annotated bibliography of all materials examined for this contract.
2. Three one-page reports of articles examined for this topic.
3. (Optional for "A" students) A list of the types of people who may be involved with media programs and a clear-concise description of their involvement and expectations of media programs.

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

"People in the media program"
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CONTRACT BETWEENN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE "Media Center Facilities"

THE NEED FOR SUCH A CONTRACT

While watching the rebuilding of the parlament building in London, Churchill is supposed to have said, "first we build our buildings, then our buildings guide us for a hundred years." Those of us who are in the media field must learn how to better use existing facilities and how to plan for new areas that will be used for media programs. This contract will encourage you to review a number of floor plans, study a number of areas needed for media services, and to think through the types of facilities required for a school's media program.

DESCRIPTION OF THE CONTRACT

Examine a number of the articles on the course bibliography.

Then do eather of the following:

1. Prepare the one-page reports described below, or
2. Visit at least one good media center and prepare a written summary of the facilities they have, the uses made of the facilities, and your reactions to the facilities. Include your recommendations for improving uses of the existing facilities.

MATERIALS TO CONSULT

Course handouts #
Course bibliography "IMC Facilities"

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

1. An extensive annotated bibliography of readings consulted for this topic. and,

eather

2.a. Four written (1 page) reports of articles not on the bibliography,

or,

2.b. A brief (5-6 pages?) summary of a visit to a school media center.

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

"IMC Facilities"
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CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE "Equipment for a School Media Center"

THE NEED FOR SUCH A CONTRACT

Someone once said, "A lot of good things have happened in Education recently, and most of them have to be plugged in." Most of the newer types of media require the use of some type of machine for their use. This contract encourages you to explore the types of equipment required in a media program.

DESCRIPTION OF THE CONTRACT

If you have not yet purchased a copy of the AASL standards, Media Programs, District and School, 1975, now would be a good time to do so. Read the sections concerning the equipment needed by a school at "your" grade level.

Read extensively from the course bibliography concerning the types of equipment that can/should be in a good media center.

Think through the following questions:

1. What types of eqipment are needed in a media center? In a media program? How many of each? How do you know how many?
2. How do you expect to establish priorities for the purchase of different types of equipment?
3. What criteria would you use to select between different brands and different suppliers of equipment?
4. Who is responsible for teaching teachers and students to use equipment? How could such learnings be accomplished?
5. What types of equipment can/should be circulated to students?

MATERIALS TO CONSULT:

Course handouts #
Course bibliography "Equipment for media centers/programs"

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

1. A long and carefull annotated bibliography of readings.
2. Verbal responses to 1-5 above.

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

"Equipment for Media Centers"
Bibliography

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE "Materials in the School IMC"

THE NEED FOR SUCH A CONTRACT

With the expansion of media programs in schools and the change from school library programs (books?) to school media center programs (books plus God knows what else?) it is critical that the media specialist explore the variety of materials that can/should be made available to teachers and students.

DESCRIPTION OF THE CONTRACT

Begin by reading a variety of the articles from the course bibliography. Continue your reading from materials not found on the bibliography. Look especially for problems in managing the variety of materials that can be found in a school media program.

MATERIALS TO CONSULT

Course handouts #
Course bibliography "IMC Materials"

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

1. An annotated bibliography of materials/readings for this topic.
2. Three (1 page) reports of articles not found on the existing bibliography.

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

"IMC - MATERIALS"

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE "Budgeting for Media Programs"

THE NEED FOR SUCH A CONTRACT

As the man said, "poverty isn't the only problem in the world but it sure outruns whatever is in second place." Poverty in the school media program probably has some relationship to the ability (or inability?) of the average media specialist to identify sources of funds and to provide a workable plan for selling needs " to the administrators of the school. This contract will seek to provide opportunity for the beginning media specialist to explore how others acquire and distribute funds.

DESCRIPTION OF THE CONTRACT

Begin by examining a number of the articles on the course bibliography.

Continue your reading from materials not found on the bibliography.

Schedule/have a meeting with a practicing school media specialist and discuss the following questions:

1. The sources of their funds?
2. How (the process) they request money, of whom, forms, etc...?
3. The problems they can identify in getting moneys for the IMC?
4. How budgets are prepared? Who reviews? What criteria is used for reviewing?

MATERIALS TO CONSULT

Course handouts #
Course bibliography "IMC Budgeting"

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

1.a. Three (1 page) reports of readings not found on the existing bibliography. or

1.b. A brief (2-4 page) summary of your interview with a school media specialist concerning #1-4 above.

2. An annotated bibliography of all materials examined for this topic.

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE "Planning and Evaluation of IMC's"

THE NEED FOR SUCH A CONTRACT

One of the most difficult tasks facing the media specialist is planning and evaluating the services they provide. The problem has two aspects (at least two) with little agreement on eather aspect. First, what to evaluate? Counting books? (for what purpose?) Second, how to evaluate? Should count, measure, tabulate? To what extent is "professional opinion" sufficient? This contract seeks to bring the media specialist face-to-face with one of the most frustrating aspects of the profession, lots-a-luck.

DESCRIPTION OF THE CONTRACT

Begin by reading a number of articles from the course bibliography. Some of the specific questions you might keep in mind as your read are:

1. What techniques are available for planning and evaluation?
2. What specific tools are available for planning and evaluation?
3. Who should be involved in planning and evaluation?
4. What should be evaluated?
5. How?
6. What should be done with the data produced for planning and from evaluation? Reports? To whom? For what purpose?

For one solution to the problem of evaluating media programs you may read the articles cited under materials to consult. I wrote it so I know it's tremendous. (A copy can be borrowed from the instructor).

If at all possible, the student should attempt to visit a school media center and question their process for planning and evaluation. i.e. how do they respond to the questions above? Note it is possible for all "A" students to make this visit.

MATERIALS TO CONSULT

Course handouts #
Course bibliography "IMC Planning/Evaluation"
Christison, M.R., "Instruments for the evaluation of instructional materials centers," in Media Centers: Readings from Audiovisual Instruction, AECT. 1975. pp. 49-53.

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

1. Verbal responses to the questions 1-6 above during the contract review.
2. An annotated bibliography of all materials consulted for this topic.

And eather,

3.a. Three (1 Page) reports from articles not on the course bibliography, or,
3.b. A brief (2-4 pages) paper summerizing the results of a school visit and their responses to 1-6 above. ("A" student will do 3.b.)

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

"IMC PLANNING/EVALUATION"

American Association of School Librarians, ALA and Association for Educational Communications and Technology. Media Programs: District and School, Chicago: American Library Association: and Washington, D.C.: Association for Educational Communications and Technology, 1975.

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE "Services provided by "other" media agencies"

THE NEED FOR SUCH A CONTRACT

For those who seek a full understanding of the school media program some effort must be made to clarify the roles of "other" agencies and media centers. These other agencies and media centers are defined by the instructor as the agencies that provide support and services to the school media center and/or the school media specialist. They would include services from the District, CESA, Special Education, media centers plus public libraries. Their role is to make the school media program more successful; knowing who they are and what kinds of services they can provide is important.

DESCRIPTION OF THE CONTRACT

You are to identify:

1. The types of services that are avilable in the U.S. Thus you should read about a number of support agencies and the services they provide, the course bibliography would be a good place to start.
2. The types of services available to you in the state where you expect to work. (the good student might even visit a few)

MATERIALS TO CONSULT

Course handouts #
Course bibliography "Services of supporting IMC's"

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

1. An annotated bibliography of materials consulted for this topic. Arranged by the type of "supporting" agency and show the services they provide to the school media program."
2. A brief outline of supporting agencies in "your state." Again indicate the services they would be expected to provide to you as a school media specialist.

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

"SERVICES OF SUPPORTING IMCS"

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE "Management of the School Media Center"

CONTRACT TITLE "The Final Assignment"

THE NEED FOR SUCH A CONTRACT

To demonstrate that you can put it all together

DESCRIPTION OF THE CONTRACT

(You are to respond to the following memo)

To (Student name here)

From: Dr. Robert Q. Zilch, Superintendent of Schools, Podunk, GA.

RE: Your thoughts concerning our new school media center

Please provide a study concerning the following questions:

1. Since we are forced to rebuild our (Elem, Middle School, High School *strike out two) following our recent fire, we will need to consider the provisions that will be made for a media center. Please give me your suggestions for:
   a. The location of the IMC,
   b. The space required, we will have (300 elem, or 800 middle, or 1500 high school students * strike out two).
   c. The furniture and arrangement of the center.
2. Since we will have to rebuild our collections please give me your suggestions for:
   a. The size and composition of the collections,
   b. The amount of money you feel would be required to attain any appropriate state (or national?) standards.
   c. Your list of instructional equipment.
3. Since this seems like a good time to reconsider our previous services please outline the types of media programs you feel would be appropriate for our school.
4. Since teacher orientation provides for an extra day this fall, do you have any suggestions concerning how this time might be used?

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

A memo (probably a long memo?) to the superintendent providing answers to the questions above. Provide any supporting data, documentation, etc. that you feel would be suitable in Appendix form.

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR